

# **SECTION III**

## **SUPPLEMENTAL MATERIAL AND RESOURCE GUIDE**

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**Linda McCulloch, Superintendent**

Montana Office of Public Instruction  
PO Box 202501  
Helena, Montana 59620-2501  
[www.opi.mt.gov](http://www.opi.mt.gov)

**Subchapter 2**  
**Organization and Administration of Teacher Education**  
**10.58.210 Conceptual Framework**

**Evidence of The Conceptual Framework**

1. **Shared Vision:** The Unit's Conceptual Framework(s) describes the vision and purpose of a Unit's efforts in preparing educators to work in P-20 schools. It is well articulated, knowledge-based, and consistent with the Institution's mission.
2. **Coherence:** The Unit's Conceptual Framework(s) provides a system for ensuring coherence among curriculum, instruction, field experiences, clinical practice, and assessment across a candidate's program.
3. **Professional Commitments and Dispositions:** The Unit's Conceptual Framework(s) clearly articulates its professional commitments to knowledge, teaching competence, and student learning. It has outlined the dispositions that the faculty value in teachers and other professional school personnel.
4. **Commitment to Diversity:** The Unit's Conceptual Framework(s) reflects the Unit's commitment to preparing candidates to support learning for *all* students and provides a conceptual understanding of how knowledge, dispositions, and skills related to diversity are integrated across the curriculum, instruction, field experiences, clinical practice, assessments, and evaluations. Specific commitments are made to serving American Indian populations and implementing MCA 20-1-501, the Indian Education for All Act.
5. **Commitment to Technology:** The Unit's Conceptual Framework(s) reflects the Unit's commitment to preparing candidates who are able to use educational technology to help all students learn; it also provides a conceptual understanding of how knowledge, skills, and dispositions related to educational and information technology are integrated throughout the curriculum, instruction, field experiences, clinical practice, assessments, and evaluations.
6. **Candidate Proficiencies Aligned With Professional and State Standards:** The Unit's Conceptual Framework(s) provides the context for developing and assessing candidate proficiencies based on professional, state, and institutional standards.

## Subchapter 3

### Curriculum Principles and Standards: Basic Programs

#### **10.58.304      CANDIDATE KNOWLEDGE, SKILLS, AND DISPOSITIONS**

Candidates preparing to work in schools as teachers or other professional school personnel know the content of their fields, demonstrate professional and pedagogical knowledge, skills, and dispositions and apply them so that all students learn. Assessments indicate that candidates meet professional, state, and institutional standards.

#### Supporting explanation:

1. K-12 Student Content and Performance Standards: The public expects that teachers of their children have sufficient knowledge of content to help all students meet standards for K-12 education. The teaching profession itself believes that student learning is the goal of teaching. This standard reinforces the importance of this goal by requiring that teacher candidates know their content or subject matter, can teach, and can help all students learn. All professional school personnel are expected to carry out their work in ways that are supportive of student learning.
2. Learning Outcomes: Candidates are expected to demonstrate the learning outcomes identified in the unit's conceptual framework, which should be aligned with
  - a) Montana standards for K-12 students,
  - b) the standards of national professional organizations, and
  - c) state licensing standards. (See Sub-Chapter 5)
3. Content Knowledge: Teacher candidates are expected to know the content of their disciplines,
  - a) including their central concepts,
  - b) tools of inquiry, and
  - c) structures.
4. Professional Standards: Teacher candidates are expected to meet national and state standards for the subjects that they plan to teach as they have been defined by the profession through standards for students in K-12 schools and standards for the preparation of teachers.
5. Providing Learning Opportunities:
  - a) Candidates should be able to demonstrate knowledge, skills, and dispositions to provide learning opportunities supporting students' intellectual, social and personal development.
  - b) Teacher candidates should be able to create instructional opportunities adapted to diverse learners.
  - c) They should encourage students' development of critical thinking, problem solving, and performance skills.
  - d) They are able to create a learning environment encouraging positive social interaction, active engagement in learning, and self-motivation.
  - e) Teacher candidates should foster active inquiry, collaboration, and supportive interaction in the classroom.
  - f) They can plan instruction that is based upon knowledge of subject matter, students, the community, and curriculum goals.

- g) They can evaluate and ensure the continuous intellectual, social and physical development of the learner.
- h) They are able to reflect on, and continually evaluate, the effect of choices and actions on others and
- i) They actively seek out opportunities to grow professionally.
- j) They also are able to foster relationships with school colleagues, parents/families, and agencies in the larger community to support students' learning and well being.

6. Professional Knowledge Base: Candidates preparing to work in schools as teachers or other school personnel need a sound professional knowledge base to understand learning and the context of schools and communities.

- a) They should understand and to be able to apply knowledge related to the social, historical, and philosophical foundations of education (Cf. The Council of Learned Societies' standards), professional ethics, law, and policy.
- b) They should know the ways children and adolescents learn and develop, including their cognitive and affective development and the relationship to learning.
- c) They should understand language acquisition, cultural influences on learning, exceptionalities, diverse student populations and communities, and inclusion and equity in classrooms and schools.
- d) They should be able to appropriately and effectively integrate technology and information literacy in instruction to support student learning.
- e) They should understand the importance of using research in their teaching.
- f) They should know the roles and responsibilities of the profession of teaching.

7. Professional Dispositions: Candidates for all professional education roles should develop and demonstrate dispositions that are expected for educators.

- a) The unit should articulate candidate dispositions as part of the conceptual framework(s).
- b) The unit should systematically address the development of appropriate professional and ethical dispositions in candidates.
- c) Dispositions are not usually assessed directly; instead their effects on candidates are often evaluated indirectly along with assessments of other attributes of candidate performance.

8. Student Learning:

- a) Candidates for all professional education roles are expected to demonstrate positive effects on student learning.
- b) Teachers and teacher candidates should have student learning as the focus of their work.
- c) Other professional school personnel should be able to create and maintain positive environments for student learning in educational settings.
- d) Student learning can be demonstrated directly by all candidates during clinical practice.
- e) Throughout the program, candidates can develop the knowledge bases for analyzing student learning and practice by collecting data and assessing student learning in case studies, field experiences, etc.

**10.58.305 ASSESSMENT SYSTEM AND UNIT EVALUATION** The unit has an assessment system that collects and analyzes data on the applicant qualifications, the candidate and graduate performance, and unit operations to evaluate and improve the unit and its programs.

Supporting explanation:

1. Program Quality: The unit has a professional responsibility to ensure that programs are of the highest quality. Meeting this responsibility requires the systematic gathering and evaluation of information and making use of that information to strengthen the unit and its programs. The unit and its programs will be informed by an assessment system that examines
  - a) alignment of instruction and curriculum with professional, state, and institutional standards,
  - b) efficacy of courses and programs, and,
  - c) attainment of subject knowledge and growth of professional teaching skills by candidates.
2. Program Dynamics: Preparation of professional school personnel is a dynamic and complex enterprise, and one that requires units to plan and evaluate on a continuing basis. Program review and refinement are needed, over time, to ensure quality.
  - a) Evaluations must be purposeful, evolving from the unit's conceptual framework and program goals.
  - b) They must be comprehensive, including measures related to faculty, the curriculum, and instruction, as well as
  - c) assessments of what candidates know and can do.
  - d) The measures themselves must be sufficient and appropriate to inform the important aspects of faculty, curriculum, instructional and candidate performance.
3. Program Input:
  - a) Fairness, practicality and accuracy of the system must be considered, including, among other issues, those arising out of a diverse unit student body.
  - b) In addition, the unit assessments and evaluations must consider how to provide and use information constructively from various sources—the unit, the field experiences and clinical sites, the general education and subject content preparation courses, and employers.
  - c) Technology ~~will~~ plays an increasingly important role in data gathering and analysis, as well as more broadly in unit planning and evaluation.
4. Assessment:  
Program assessment systems usually have features such as these:
  - a) The unit designs and implements candidate assessments with participation of unit and subject content faculty and with school partners in clinical practice arrangements.
  - b) Professional, state and institutional standards are the reference points for candidate assessments.
  - c) The unit embeds assessments in the preparation programs, conducts them on a continuing basis for both formative and summative purposes, and provides candidates with ongoing feedback/

- d) The unit's assessment system identifies candidates with potential to become successful teachers or assume other school personnel roles at the point of candidate entry (as a freshman, junior, or post baccalaureate) through multiple indicators (e.g., 3.0 GPA, demonstrated mastery of basic skills, general education knowledge, content mastery, and life and work experiences).
- e) The unit assessment system is sensitive to language and the cultural diversity of candidates.
- f) The unit has multiple decision points, e.g., at entry, prior to clinical practice, and prior to program completion.
- g) The unit administers multiple assessments in a variety of forms and aligns them with candidate standards. These may come from end-of-course evaluations, written essays, or topical papers, as well as from tasks used for instructional purposes (such as projects, journals, observations by faculty, comments by cooperating teachers, or videotapes) and from activities associated with teaching (such as lesson planning, identifying student readiness for instruction, creating appropriate assessments, reflecting on results of instruction with students, or communications with parents, families and school communities).
- h) Assessment information may also be available from external sources such as state licensing exams, evaluations during an induction or mentoring year, or employer reports.
- i) The unit has procedures to ensure validity and reliability of the assessments.
- j) The unit establishes rubrics or criteria for determining levels of candidate accomplishment and indicating those that are acceptable or not acceptable for candidates completing their programs.
- k) The unit uses results from candidate assessments to evaluate and make improvements in the unit, its programs, courses, teaching, and field and clinical experiences.
- l) Assessment data are collected, compiled, analyzed, and reported each year that standards are applied to units.

#### **10.58.306 FIELD EXPERIENCES AND CLINICAL PRACTICE**

The unit and its school partners design, implement, and evaluate field experiences and clinical practice so that candidates and other school personnel develop and demonstrate the knowledge, skills and dispositions necessary to help all students learn.

#### **Supporting explanation:**

1. Integral Program Components: Field experiences and clinical practice are integral program components for the preparation of candidates at both the undergraduate and graduate levels. They provide the opportunity for candidates to apply their knowledge, skills, and dispositions in a variety of appropriate settings. Designed and sequenced well, they help candidates develop the competence necessary to begin or continue careers as teachers or other school professionals. Student teaching or an internship is often the culminating experience for teacher candidates.

2. Characteristics: Field experiences and clinical practice are characterized by collaboration, accountability, and an environment and practices associated with professional learning. Field experiences represent a variety of early and on-going school based opportunities in which

candidates may observe, assist, tutor, instruct, and/or conduct applied research. Clinical practice includes student teaching and internships that provide candidates with experiences that are sufficiently extensive and intensive. They allow for full immersion in the learning community so candidates are able to demonstrate competence in the professional roles for which they are preparing.

3. Partnerships: The unit and school partners collaboratively design and implement field experiences and clinical practice, including the assessment of candidate performance. School and university faculty share the responsibility for candidate learning. The partners share and integrate resources and expertise to create roles and structures that support/create opportunities for candidates to learn. The partners select and prepare clinical faculty to mentor and supervise teacher candidates.

4. Accountability: Accountability for clinical practice includes:

- a) the application of both entry and exit requirements for candidates;
- b) candidates' demonstration of content and core knowledge;
- c) candidates' demonstration of competency in earlier field experiences;
- d) candidates' application of the skills, knowledge, and dispositions as defined by the unit, including the capacity to have a positive effect on P-12 student learning;
- e) candidates' demonstration of skills for working with colleagues, parents/families and communities; and
- f) use of multiple assessment approaches to evaluate candidates.

5. Experience Settings: Candidates are expected to study and practice in a variety of settings that include

- a) diverse populations, students with exceptionalities, and students of different ages.
- b) They are placed in clinical settings at grade levels, and in the subjects or school roles (e.g., counselor) for which they are seeking a license.
- c) Candidate learning is integrated into the clinical setting.
- d) Scheduling, use of time, and resources allow candidates to participate as both teachers and professional educators and as learners in the school setting.
- e) The unit provides opportunities for candidates to develop classroom and school based skills and knowledge.

### **10.58.307 DIVERSITY**

The unit designs, implements, and evaluates curriculum and experiences for candidates to acquire the knowledge, skills, and dispositions necessary to help all students learn. The unit explicitly recognizes the importance of implementing 20-1-501, MCA, by providing experiences that ensure that all school personnel have an understanding and awareness of Indian tribes to help them relate effectively with Indian students and parents, and an understanding of, and appreciation for, the Montana American Indian people. These experiences include working with diverse higher education and school faculty, diverse candidates, and diverse and exceptional students in K-12 schools.

Supporting explanation:

1. America's Diversity: America's classrooms are becoming increasingly diverse; over one-third of the students in P-12 classrooms are from minority groups. An increasing

number of students are classified as having a disability. At the same time, minority teachers are less than 15 percent of the teaching force. As a result, most students do not have the opportunity to benefit from a diverse teaching force. Teacher candidates need to develop competencies for working with students from diverse backgrounds and with exceptionalities to ensure that all students have the opportunity to learn. Regardless of whether they live in areas with great diversity, candidates must develop knowledge about

- a) the diversity in Montana,
- b) the United States and
- c) the world,
- d) dispositions that respect and value differences, and s
- e) skills for working in diverse settings.

2. Montana's Diversity: Montana's diversity is illustrated by classrooms becoming increasingly diverse. Of Montana's fall 1999 classrooms, over 13.6% are from minority groups. The major population of minority students is American Indian, making up 10.4% of the total state-wide public school population. At the same time, less than 2% of Montana's teaching force is American Indian. Without insights into teaching American Indian students, comprehension of the distinctions in learning styles, emotional and intellectual response to method and materials, and a shared knowledge of the Indian culture, connections between a teacher and minority students will continue to be difficult, if not non-existent. Retention of American Indian students in our schools and recruitment of Indian students into the education profession hinges on positive connections.

Article X of the Montana Constitution, reaffirmed in [MCA 20-1-501](#) and in policy adopted by the Montana Board of Education on March 22, 2000, each provide compelling urgency to action. The Board of Education "enjoins the Board of Regents, Board of Public Education, and Office of Public Instruction to be actively committed in its educational goals to create understanding about American Indian people and their histories, respect for their respective cultures and world views, and an appreciation for one another." To this end, teacher education units will ensure that

- a) coursework and
- b) experiences will be included in their programs "that serve to educate all prospective teachers in teaching American Indian students and enhance their awareness of American Indian culture, language, history and contemporary issues, including tribal sovereignty." (Board of Education, Report and Recommendations, HB 528/Montana History Committee, 3-22-00)

3. Student Learning: One of the goals of this standard is the development of educators who can help all students learn and who can teach from a multicultural and global perspective. Therefore, the unit provides opportunities for candidates to understand the role of diversity and equity in the teaching and learning process. Coursework, field experiences, and clinical practice are designed to help candidates understand the influence of culture on education and be able to develop meaningful learning experiences for all students. Candidates learn about

- a) exceptionalities and inclusion, as well as
- b) gender differences and their impact on learning.

Competencies, including dispositions, related to are drawn from the standards of the profession, state, and institution;

- a) they are clear to candidates, and
- b) are assessed as part of the unit's performance assessment system.



4. Diverse Field and Clinical Experiences: Field experiences and/or clinical practice support the development of educators who can apply their knowledge on exceptionalities and diversity to work in schools with all students. They provide opportunities for candidates to reflect on their observations and practices in schools and communities. Supervisors of field experiences and clinical practices

- a) develop learning experiences for candidates to help them process diversity concepts and
- b) provide feedback to candidates about their performance.

5. Candidate and Faculty Recruitment and Retention: A cohort of candidates and faculty from diverse groups inform the unit's curriculum, pedagogy and format in culturally meaningful ways.

- a) Diversity in education programs assists candidates in addressing teaching and learning from multiple perspectives and different life experiences.
- b) It provides for different voices in the professional development and work of the education profession.
- c) It allows a greater range of background and experiences among faculty and candidates to enhance the understanding and interaction with colleagues from a different background than one's own.
- d) In this regard, the unit recruits, admits/hires, and retains candidates and faculty from diverse backgrounds.
- e) A plan, which is monitored and revised regularly, may provide guidance in ensuring and maintaining diverse representation

6. Diverse Population Interaction: Ideally, candidates have the opportunity to interact with adults, children, and youth from their own and other backgrounds throughout their college career, and particularly in their professional preparation programs.

- a) Candidates, higher education faculty, school faculty, and P-12 students with whom candidates work are male and female and have different ethnic, racial, language, religious, and socioeconomic backgrounds and histories and come from different regions of the country and world.
- b) Candidates also have opportunities to work with adults and students with exceptionalities.

#### **10.58.308 FACULTY QUALIFICATIONS, PERFORMANCE, AND DEVELOPMENT**

Faculty are qualified and model best professional practices in scholarship, service, and teaching, including assessment of their own effectiveness as related to candidate performance; they also collaborate with colleagues in the disciplines and schools. The unit systematically evaluates faculty performance and facilitates professional development.

#### **Supporting explanation:**

1. Faculty Quality: The faculty in higher education and partner schools are critical in the development of quality professional educators to staff the nation's schools.

- a) They can introduce candidates to research and good practice that counter myths and misperceptions about teaching and learning.
- b) Through modeling of good teaching, they help candidates develop multiple teaching strategies to help all students learn.

2. Intellectual Vitality: The intellectual vitality exhibited by faculty who are engaged in their work and student learning is important in setting the stage for continuous professional development by the candidates under their tutelage.
3. Professional Activity: The professional education faculty who meet this standard make candidate and P-12 student learning central in their professional work.
  - a) They are actively engaged as a community of learners and model good teaching.
  - b) They inquire systematically into and reflect upon their own practice and are committed to lifelong professional development.
  - c) Faculty provide leadership in developing, implementing, and evaluating preparation programs that embrace diversity and that are rigorous, relevant, and grounded in theory, research, and best practice.
  - d) They collaborate with members of the university and professional community to improve teaching, learning, and teacher education.
  - e) They serve as advocates for high quality education for all students, public understanding of educational issues, and excellence and diversity in the education professions.
  - f) They also contribute to improving the teacher education profession.
  - g) Faculty are actively involved in professional associations as shown through their provision of education related service and leadership at the local, state, and national levels.
4. Faculty Scholarship: Professional education faculty inquire into and contribute to one or more areas of scholarly work related to teaching, learning, and/or teacher education.
  - a) They exhibit intellectual vitality in their teaching and service as well as their scholarship.
  - b) Further, scholarship is broadly defined and extends beyond traditional research and publications.
  - c) Scholarly inquiry may include application of knowledge, interpretation/integration of current research findings in new settings, and/or rigorous and systematic study of pedagogy.
  - d) All scholarly inquiry includes submission of one's work for professional review and evaluation.
5. Professional Development and Research: One of the roles of faculty is to be aware of new and developing research in their fields, and emerging theories and practice.
  - a) They should be engaged in developing a deepening understanding of research and practice that informs their work.
  - b) One of the developing areas is performance assessment, which is expected in Standard 301 and most professional standards. Professional education faculty should model the use of performance assessments in their own work.
  - c) They should be assessing the effects of their teaching on the learning of candidates and using their findings to strengthen their own practice.
  - d) They also should be expanding their knowledge of and skills related to diversity and exceptionalities and integrating these concepts in their teaching.
  - e) They should continue to develop their skills in using technology to facilitate their own professional work and to help candidates learn.
  - f) Faculty should be participating in professional development activities through their own initiative and/or in those conducted, sponsored or arranged by the unit to enhance teaching competence and intellectual vitality.

6. Faculty Evaluations: The unit's responsibility for faculty performance should include systematic and comprehensive evaluations conducted by both

- a) candidates and
- b) peers.
- c) Evaluations should be designed to collect data about the quality of faculty teaching, scholarly contributions, and service.
- d) They should be used to improve faculty performance through the provision and support of professional development activities.

#### **10.58.309 UNIT GOVERNANCE AND RESOURCES**

The unit has the leadership, authority, budget, personnel, facilities, and resources including information technology resources, for the preparation of candidates to meet professional, state, and institutional standards.

##### Supporting explanation:

1. Unit Leadership: The unit performs the key leadership role in governance and management of resources for the preparation of professional educators. The unit is responsible for the quality of all school personnel prepared at the institution regardless of where the program is administratively located within the institution. Thus, units are expected

- a) to manage directly or coordinate all programs offered at the institution for initial and continuing preparation of teachers and other professional school personnel.
- b) In this regard, they work with colleagues in arts and sciences and other units across campus.

2. Systematic Assessment: Units may have a variety of forms of structural and governance arrangements, but they must have

- a) designed,
- b) established and
- c) maintained a system for planning, delivering, and evaluating programs that includes school practitioners and faculty and administrators in other units of the institution.
- d) A key element of that system is the gathering and use of candidate performance data to ensure that candidates meet standards.

3. Professional Environment: The unit and its faculty have created a work climate that promotes intellectual vitality, best teaching practice, and scholarship.

- a) Policies and assignments allow faculty to be involved effectively in teaching, scholarship, and service.
- b) Faculty are actively engaged in schools and with teachers and school support personnel to design, evaluate, and deliver preparation programs.
- c) Assignments provide time to collaborate with school and other college/university faculty.

4. Personnel and Resources: The unit requires sufficient personnel and resources to ensure that candidates meet professional, state, and institutional standards.

- a) Programs for the initial and continuing preparation of educators require work on campus, in school settings, and sometimes in community agencies, ending with a culminating experience of student teaching or an internship.

b) Clinical work in education, like other professional fields, requires adequate resources. It involves school, as well as college/university, faculty in teaching, providing feedback, and coaching to ensure that candidates are able to demonstrate the knowledge, skills, and dispositions expected in professional, state, and institutional standards.

c) Sufficient resources are necessary to offer all of the programs at the institution that prepare educators and to work with schools to deliver high quality field experiences and clinical practica.

## Sample Guidance for Program Development

<b><u>10.58.509 ENGLISH/LANGUAGE ARTS</u> (1) The program requires that successful candidates:</b>
<b>(a) apply theory and practice of English/language arts throughout program preparation and performance requirements;</b>
<b>Indicators</b>
(1) complete a program of study reflecting a framework that encompasses both the content and practice appropriate for English/language arts teachers;
(2) explore both theory and practice in English/language arts preparation and meet performance requirements in a range of field experiences, including student teaching;
(3) work with college, university, and school faculty in English and education who demonstrate currency in content knowledge and practice effective pedagogy and attitudes appropriate to preparing English/language arts teachers; and
(4) meet performance criteria within an assessment system that assesses candidates' performance at appropriate transition points throughout the English/language arts program.
<b>(b) demonstrate skills and strategies used in creating an inclusive and supportive learning environment in which all students engage in learning;</b>
(1) create an inclusive learning environment in which all students can engage in learning;
(2) demonstrate varied structures and techniques for group interactions through effective classroom management strategies, and strategies for feedback and reflection;
(3) differing ways of learning of individuals, including those from culturally diverse backgrounds, and strategies for addressing these differences, particularly ways of learning of Montana's American Indians;
(4) ways to create learning environments that allow individuals to retain and appreciate their own and each others' respective language and cultural heritage, particularly appreciation and knowledge of Montana's American Indians; and
(5) demonstrate respect for, and support of individual differences of ethnicity, race, language, culture, gender, and ability.
<b>(c) demonstrate the implementation of instruction and assessment that assist students in developing skills and habits of critical thinking;</b>
(1) use practices designed to assist students in developing habits of critical thinking and reasoning;
(2) demonstrate and model discussion skills, for the purpose of creating, comprehending, interpreting and evaluating ideas presented through oral, written , and/or visual forms;
(3) demonstrate and model personal responses to texts and ways to connect such responses to other larger meanings and critical stances;
(4) analyze own teaching practices so they can better understand what enables students to speak, listen, write, read, enact, and view effectively in varying learning situations.
(5) demonstrate the integration of assessment consistently into instruction by:
(i) establishing criteria, developing strategies, and implementing assessment that allows all students to understand what they know and can do;
(ii) interpreting the individual and group results of assessments and utilizing data information from assessments to inform instruction;

(iii) demonstrating, modeling, and monitoring self-regulation strategies in speaking, listening, writing, reading, enacting, and viewing;
(iv) explaining assessments to students, parents, and others;
(v) applying a wide range of assessment tools, and practices that range from individual and group standardized tests, to individual and group informal classroom assessment and strategies, including technology-based assessment tools;
(vi) applying a variety of assessment practices to improve student learning and motivation;
(vii) applying multiple indicators of learning progress which align instruction and learning and which assess learner attitudes; and
(viii) applying evidenced-based and innovative assessment approaches.
<b>(d) make connections between the English/language arts curriculum and developments in culture, society, and education;</b>
(1) create meaningful connections between English/language arts curriculum and culture, society, and education;
(2) demonstrate understanding of historical points of view and contribution of culturally diverse groups, particularly of Montana's American Indians.
(3) demonstrate understanding of the characteristics and effects of various cultural and environmental milieu, especially the milieu of Montana's American Indians.
<b>(e) engage their students in activities that demonstrate the role of the arts, humanities, and other content areas in English/language arts; and</b>
(1) demonstrate the purposes and characteristics of different kinds of curricular and related teaching resources, and select or create instructional materials consistent with current effective practices about student learning in English/Language Arts;
(2) demonstrate interdisciplinary teaching strategies and materials;
<b>(f) Demonstrate understanding of legal and ethical issues in English/language arts such as freedom of expression, censorship, and bias.</b>
<b>Indicators</b>
(1) ways of behaving and communicating among cultures that can lead to misinterpretation and misunderstanding;
(2) strategies for preparing individuals to live harmoniously and productively in a culturally diverse world, particularly with Montana's American Indians.
(3) understanding of personal and cultural biases and teaching style differences that affect one's teaching;
(4) promote effective communication and collaboration with families, school personnel, and community members, particularly factors related to Montana's American Indians; and
(5) demonstrate an understanding of ways specific cultures are negatively stereotyped, particularly Montana's American Indians, and the consequences of stereotyping.
<b>(2) Candidates are knowledgeable about language, oral discourse, reading processes, writing processes, literature, print and nonprint media, and technology, research theory</b>

<b>and findings. Candidates demonstrate:</b>
<b>(a) knowledge of and skills in the use of the English language.</b>
<b>Indicators</b>
(1) apply knowledge of students' language acquisition and development as a basis for designing and assessing appropriate learning activities that promote student learning;
(2) demonstrate how reading, writing, speaking, listening, viewing, and thinking are interrelated in their own learning and in their students' learning of ELA;
(3) demonstrate the design, implementation, and assessment of instruction that engages all students in reading, writing, speaking, listening, viewing, and thinking as interrelated dimensions of the learning experience in English/Language Arts;
(4) demonstrate knowledge of the impact of cultural, economic, political, and social environments on language, including Montana's American Indians;
(5) demonstrate knowledge of diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions and social roles and show attention to accommodating such diversity in their teaching;
(6) demonstrate knowledge of the evolution of the English language and historical influences on its various forms and use this knowledge in their teaching;
(7) apply knowledge of English grammars in teaching students both oral and written forms of the language; and
(8) apply knowledge of semantics, syntax, morphology, and phonology in teaching their students how to use oral and written language;
<b>(b) knowledge of and skills in the use of oral discourse;</b>
<b>Indicators</b>
(1) demonstrate strategies that help students speak and listen effectively;
(2) demonstrate the use of the linguistic, rhetorical and stylistic concepts (including audience and purpose) that influence the substance and structure of spoken discourse;
(3) demonstrate oral discourse skills and strategies to engage students in argumentation, persuasion and oral interpretation;
(4) demonstrate strategies for critical, creative, empathetic listening; and
(5) demonstrate skills and strategies of effective nonverbal communication and its diverse cultural interpretations, e.g. eye contact and proximity.
<b>(c) knowledge of and skills in the use of reading processes (e.g., phonemic awareness, word identification and phonics, vocabulary and background knowledge, fluency, comprehension strategies, and motivation);</b>
<b>Indicators</b>
(1) demonstrate knowledge of reading components; e. g., phonemic awareness, word identification, and phonics, vocabulary and background knowledge, fluency, comprehension strategies, motivation, and how these are integrated in fluent reading and the writing process;

(2) demonstrate reading skills and strategies for various purposes including reading for pleasure, information, problem solving, insight into values, and diverse perspectives;
(3) demonstrate strategies that engage students in reading, responding to, and comprehending, to a range of texts of varying complexity;
(4) demonstrate a variety of approaches to help students draw upon their experiences, backgrounds, and interests to make meaning from texts;
(5) demonstrate and integrate a variety of strategies to help students comprehend, interpret, evaluate, and appreciate texts, and assess the effectiveness of such strategies in student learning; and
(6) demonstrate strategies to teach students to set their own reading goals and monitor their own growth as readers.
<b>(d) knowledge of and skills in writing processes;</b>
<b>Indicators</b>
(1) demonstrate strategies that help students write clearly and effectively;
(2) demonstrate integrated strategies that engage students in writing as a tool for learning, self-expression, problem solving, as a means to clarify understanding and communication;
(3) demonstrate knowledge and skills of specific forms of written discourse for diverse audiences and purposes;
(4) demonstrate knowledge of writing strategies to instruct students in planning, drafting, editing, publishing-sharing, and assessing their written discourse; and
(5) demonstrate knowledge and strategies of how to set writing goals and how to monitor their own growth as a writer.
<b>(e) knowledge of and skills in using an extensive range of literature, including works by and about Montana American Indians;</b>
<b>Indicators</b>
(1) demonstrate the use a variety of strategies to teach works representing a broad historical and contemporary spectrum of United States, British, and world, including non-Western literature and Montana American Indian literature;
(2) use a variety of strategies to teach works from a wide variety of genres and cultures, works by female authors, works by authors of color, and works by American Indian authors;
(3) demonstrate knowledge of works specifically written for older children and younger adults; and
(4) demonstrate knowledge of a variety of literary theories and their effect(s) on critical reading and interpretive approaches, including cultural impacts on Montana American Indians.
<b>(f) knowledge of and skills in the use of print and nonprint media and technology in contemporary culture;</b>



<b>Indicators</b>
(1) demonstrate knowledge of strategies that teach the influence of print and nonprint media and technology on communication, culture, people's behaviors, and values;
(2) demonstrate knowledge of strategies used to construct meaning and to respond to print and non-print media;
(3) demonstrate knowledge of how to compose and respond to film, video, graphic, photographic, audio, and multimedia texts and technology;
(4) demonstrate how to use technology and print and nonprint media, evaluate information, conduct research, solve problems, and enhance and reflect on their own learning;
(5) demonstrate various strategies to responsibly use, create, analyze and evaluate print and nonprint media and technology; and
(6) demonstrate, model, and assess critical analyses of different media and communications technologies and their effect on students' learning.
<b>(g) knowledge of research theory and findings in English/language arts;</b>
<b>Indicators</b>
(1) reflect on their own teaching performances in light of research on, and theories of, how students compose and respond to text, and make adjustments in their teaching as appropriate;
(2) use major sources of research and theory related to English/language arts to support their teaching decisions; and
(3) use teacher-researcher models of classroom inquiry to inform their own study and teaching.
<b>(h) demonstrate the disposition and skills needed to integrate knowledge of English/language arts, students, and teaching.</b>
<b>Indicators</b>
(1) align curriculum goals and teaching strategies with the organization of classroom environments and learning experiences to promote whole-class, small-group, and individual work;
(2) create and sustain learning environments that promote respect for, and support of, individual differences of ethnicity, race, language, culture, gender, and ability;
(3) integrate interdisciplinary teaching strategies and material into the teaching and learning process for students;
(4) engage students often in meaningful discussions for the purposes of interpreting and evaluating ideas presented through oral, written, and/or visual forms;
(5) remain current regarding research-validated practice with regard to cultural understanding and effective classroom practices.

(History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, MCA; NEW, 1979 MAR p. 492, Eff. 5/25/79; AMD, 1984 MAR p. 831, Eff. 5/18/84; AMD, 1989 MAR p. 397, Eff. 3/31/89; AMD, 1994 MAR p. 2722, Eff. 10/14/94; AMD, 2000 MAR p. 2406, Eff. 9/8/00; AMD, 2007 MAR p. 190, Eff. 2/9/07.)

